The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE AT WORCESTER

Sixty-ninth year 1942–43

Accredited by the
American Association of Teachers Colleges

Four-year courses leading to
degree of
Bachelor of Science in Education

Elementary Curriculum
Junior and Senior High School
Curriculum

State Teachers College, Worcester

The Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION

WALTER F. DOWNEY, *Commissioner of Education*

PATRICK J. SULLIVAN, *Director, Division of Elementary and Secondary Education and State Teachers Colleges*

GEORGE H. VARNEY, *Business Agent*

Members of Advisory Board

Term Expires

1942 MRS. FLORA A. LANE, 27 Goldthwaite Rd., Worcester
1942 JOHN J. WALSH, 15 Pond View Avenue, Jamaica Plain
1943 ALEXANDER BRIN, 319 Tappan St., Brookline
1943 FRANCIS T. SPALDING, Harvard University, Cambridge
1944 GRACE A. BUXTON, 8 Haviland Street, Worcester
1944 ADA L. COMSTOCK, Radcliffe College, Cambridge

FACULTY

The Teachers College

CLINTON E. CARPENTER, Ed.M., *President*
LAWRENCE A. AVERILL, Ph.D., *Psychology*
MARGARET B. TOOLE, *Penmanship**
MYRA A. FITCH, A.B., *Education and Supervision*
MARGUERITE C. MCKELLIGETT, A.M., *French*
EDMUND C. OSBORNE, A.M., *Mathematics and Science*
FRANCIS L. JONES, A.M., *Latin and Sociology*
LENA A. WEST, Ed.M., *Education and Supervision*
GUY H. WINSLOW, Ph.D., *Government and History*
AGNES E. SCRIBNER, A.M., *Biology and Nature Study*
GRACE A. KENDRICK, Ed.M., *Music*
EARL B. SHAW, Ph.D., *Geography*
MARGARET BANIGAN, A.M., *Literature and Speech*
ALBERT FARNSWORTH, Ph.D., *Economics and History*
ELIZABETH V. FOSTER, Ed.M., *Education and Supervision*
KATHRYN R. O'DONNELL, A.M., *English and Literature*
JOSEPH W. RIORDAN, Ed.M., *Education*
GEORGE ELEANOR SHAW, Ed.M., *Art*
MARGARET C. CLARK, A.M., *Hygiene and Physical Education*
VERNA WHITE, A.M., *English*

Supervisors of Practice Teaching

ELIZABETH V. FOSTER, Ed.M., *Director of Training*
MYRA A. FITCH, A.B.
LENA A. WEST, Ed.M.

School Nurse

LILY OLSSON, R.N.

---

*Part-time instructor.

Schools of Observation

MAY STREET SCHOOL—TATNUCK SCHOOL

(Affiliated with Teachers College for the purposes of observation and participation)

Elizabeth M. Shea, May Street School	Principal
Marion M. Conroy	Grade 3
Dorothy McQueeney	Grade 1
Mary E. Cunningham, Tatnuck School	Principal
Laura M. Connor	Grade 1
Irene M. Kennedy	Grade 5
Winifred C. Kennedy	Grade 8
Frances M. Knox	Grade 4
Margaret E. Maher	Grade 8
Helga E. Peterson	Grade 6
Agnes S. Rougvie	Grade 7
Margaret J. Shea	Grades 2–3
Catherine M. Sullivan	Grade 5

Administration

Myrtie I. Webber	Secretary
Winifred C. Fitch	Librarian
Susan E. James	Clerk

COLLEGE CALENDAR

1942–1943

June 11, 1942, Thursday	Class Day
June 12, 1942, Friday	Commencement
Sept. 14, 1942, Monday	Registration—all classes Orientation of freshmen
Sept. 15, 1942, Tuesday	Classes begin
Oct. 12, 1942, Monday	Columbus Day
Nov. 11, 1942, Wednesday	Armistice Day
Nov. 25, 1942, Wednesday	Thanksgiving recess begins at noon
Nov. 30, 1942, Monday	Classes resumed
Dec. 19, 1942, Saturday	Christmas recess begins
Jan. 4, 1943, Monday	Classes resumed
Jan. 26–29, 1943, Tuesday through Friday A.M.	Semester examinations
Jan. 29, 1943, Friday P.M.	Registration for second sem.
Feb. 1, 1943, Monday	Second semester begins
Feb. 20, 1943, Saturday	Recess begins
Mar. 1, 1943, Monday	Classes resumed
April 17, 1943, Saturday	Recess begins
April 26, 1943, Monday	Classes resumed
May 31, 1943, Monday	Memorial Day
June 4–9, 1943, Friday through Wednesday	Final examinations
June 10, 1943, Thursday	Class Day
June 11, 1943, Friday	Commencement

Historical Statement

The establishment of the State Teachers College at Worcester was authorized by legislative resolve in 1871. At that time it was called the State Normal School at Worcester, the name which it retained until 1932.

In 1880, through the cooperation of the Superintendent and the School Committee of Worcester, a plan of apprenticeship for the students in training in the city public schools was inaugurated and is still in successful operation.

In 1921 there was established the four-year course leading to the degree of Bachelor of Science in Education.

In 1929 a resolve was passed by the Legislature authorizing the erection of an entirely new building on a site to be provided for this purpose by the City of Worcester without cost to the State. The site selected, comprising twenty acres, at the junction of May and Chandler Streets, known as the Lincoln Farm, was secured, and the Legislatures of 1930 and 1931 made an appropriation of $365,000.00 for the erection of a new teachers college plant. The building was completed in 1931 and was first occupied in January, 1932.

In 1932 the name of the institution was changed by Act of Legislature to State Teachers College at Worcester.

Facilities

The Teachers College has an excellent library where students may be assured of quiet hours for reading, study and reference work. It is in charge of a trained librarian and is well stocked with daily papers and magazines, and 16,000 volumes of reference books.

A cafeteria lunchroom is maintained at the Teachers College in which is served at noon each day on which the College is in session a good variety of wholesome and attractive food at very reasonable prices.

The Teachers College has a thoroughly modern gymnasium and an auditorium which will seat six hundred.

Organized College Activities

Athletic Association
Bach Choir
Cercle Francais
Debating Society
Dramatic Club
Geography Club
Glee Club
International Relations Club
Kappa Delta Pi, National Scholastic Honor Society
Literary Club
Men's Athletic Association
Newman Club
Sorores Togatae
Students Advisory Council
Women's Athletic Association

Expenses

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. Fee for residents of Massachusetts

$75.00 a year: $37.50 to be paid at the opening of the college year in September and $37.50 at the opening of the second semester.

II. Fee for non-residents of Massachusetts

$300.00 a year: $150.00 to be paid at the opening of the college year in September and $150.00 at the opening of the second semester.

III. Fee for all students

A student assessment of $10.00 is charged each student, $5.00 payable at beginning of each semester. This fee is to cover the following items for the entire year.

1. Shower fee
2. College parties
3. Admission to all public performances of the Dramatic and Glee clubs
4. College publications
5. Student handbook
6. Benevolences
7. Expenses of Student Advisory Council
8. Expenses of New York Conference
9. Expenses of miscellaneous activities

Textbooks and Supplies:—Students are expected to meet the expense of all necessary textbooks and supplies at an approximate cost of $35.00 a year.

The college has available several scholarship funds which may be used to assist worthy students who need help. There is also available a sum of money known as the Alumni Loan Fund which may be used at the discretion of the President to help students, and there are limited opportunities for some students to earn money at the college.

REQUIREMENTS FOR ADMISSION

I. Application for Admission. Every candidate for admission to a teachers college is required to fill out a blank entitled "Application for Admission to State Teachers Colleges" and send it to the president of the teachers college which he desires to enter. This blank may be secured from the high school or the teachers college and may be filed after January 1 of the candidate's senior year. The blank should be filed by June 1. Applications will be accepted after the first of June but, in any of the Teachers Colleges where waiting lists are established, as explained in VI, candidates applying after this date will be placed on waiting lists after the September examinations.

II. Blanks to be Filed by the High School Principal. The principal of the high school is expected to fill out two blanks—one giving the "High School Record" for each year, and the other a "Rating of Personal Characteristics"—and send them to the president of the teachers college.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. Health. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences of satisfactory health.

2. High School Graduation. The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work. The "High School Record" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics. The "Rating of Personal Characteristics" and the moral character of the candidate must, in the judgment of the president of the teachers college, warrant the admission of the candidate.

IV. Scholarship Requirements. Of the 15 units presented for admission 12 must be selected from the list given under 2, h. of this section and must include the 7 units listed in this paragraph as "Prescribed." The additional 3 units required may consist of any work which the high school accepts in partial fulfillment of its graduation requirements.

Prescribed 7 units

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

1. *Certification:*

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The teachers colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the teachers colleges.

a. Admission by certificate alone is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list and five others from the list given under 2, h. following. The number of units offered is subject to the restrictions of 2, h.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of the 3 additional units.

b. Admission by upper quarter. Students in the upper quarter of their class in the high school are eligible for admission without examination provided they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed."

2. *Examinations:*

a. Candidates not fully certified in one or more of the prescribed units will be examined by subject-matter tests prepared by the Department of Education.

b. Candidates not fully certified in five units in addition to the prescribed which may be classified under "2 h" will be required to submit to a comprehensive scholastic aptitude test selected by the Department of Education.

c. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in the prescribed subjects and by the satisfactory completion of the scholastic aptitude test.

d. Students from high schools having a certificating grade of less than 80% or B, whose grades satisfy the admission requirements both as to quality and content, may take teachers college entrance examinations in any high school subjects in which they hope to improve their scholastic grades. The grades made in these examinations, if of a higher grade than those achieved in the secondary school will be substituted therefor by the admissions committee of a Teachers College or the Massachusetts School of Art, when selective admission is in effect. The grades of such examinations, if lower than those achieved in the secondary school, will not affect the admission status of the applicant. Individuals desiring to avail themselves of this privilege must officially inform the President of the Teachers College before the examinations. The purpose of this regulation is to equalize opportunity for students who have received certificating grades from institutions which have established this grade at less than 80%. This provides an opportunity for such individuals to raise the grade to the level of institutions which have higher certificating grades so that they may not suffer in the mathematical computation described under V.

e. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

f. Students in the junior class of the senior high school may take entrance examinations in Algebra, Geometry, United States History, and Science.

g. Credits received in the College Entrance Examination Board examinations and in the New York Regents' examinations may be accepted for admission.

h. The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Commercial Subjects, 2 units; Fine and Practical Arts, 2 units; and Physical Education, 1 unit.

V. Waiting Lists. If the number of applicants for admission who have applied by June 1 is, on July 1, in excess of the number that the facilities of the teachers college will accommodate, the scholarship record and the ratings of the personal characteristics of all applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the teachers college has been reached. Waiting lists established on July 1 will remain in force until after the September examinations, when new waiting lists will be established.

(*a*) Scholarship will be allowed 75 points for 15 units of work.

(*b*) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high school principal, a mark of "A" will be given 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

A candidate's place on a waiting list, excepting for those described in IV 2d, is determined solely on the basis of his high school record in scholarship and personality.

VI. Place, Time, and Division of Examination. Entrance examinations may be taken in June and September at any state teachers college (including the Massachusetts School of Art). A candidate may take all the examinations at one time or divide them between June and September. Candidates are reminded, however, that in a number of the teachers colleges the full quota of students is admitted in June, and that the number admitted in September is limited, depending upon the withdrawal of those admitted within the quota. Permanent credit will be given for any units secured by examination or certification.

VII. Admission as Advanced Students. A graduate of a normal school or a college may be admitted as a regular or advanced student, under conditions approved by the Department.

Schedule of Entrance Examinations for 1942 and 1943

June 4 and September 8, 1942

June 3 and September 7, 1943

(Candidates are required to register one-half hour before their first examination)

Algebra	9:00–10:30
Geometry	10:30–12:00
English	1:00– 3:00

JUNE 5 AND SEPTEMBER 9, 1942

JUNE 4 AND SEPTEMBER 8, 1943

Science	9:00–10:30
U. S. History	10:30–12:00
Scholastic Aptitude Test	1:00– 3:00

Requirements for Promotion and Graduation

1. Effective for the entering class in 1941–42 and other classes thereafter, a system of quality points has been adopted in all the state teachers colleges giving the following values to grades: A-4, B-3, C-2, D-1.

2. The number of quality points which a student receives in a course will be determined by multiplying the number of semester hours in the course by the corresponding number of quality points, *e.g.*, a six-semester-hour course with a rating of "A" has a value of 24 quality points.

3. The average of the grades required for promotion to the next year or for graduation will be 2. Students with an average of less than 2 must withdraw from college unless permission to repeat the work of the entire year is given by the Director on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades for the first semester must be made up within eight weeks after the termination of the course. Incomplete grades for the second semester must be made up within eight weeks after the opening of college. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points will be made at the end of each college year and the number of points will not be affected by grades in failed courses subsequently taken and passed.

6. E grades cannot be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed before September 1 of the senior year. This work is to be done in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which E grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated course will be recorded in the college records as "repeated and passed at..... with grade of....."

CURRICULUMS OFFERED

1. A four-year curriculum preparing for teaching in the elementary field.
2. A four-year curriculum preparing for teaching in the junior and senior high school field.

During the first two years the courses are the same in both curriculums. Emphasis is on content to provide a

rich background. Decision concerning the selection of elementary or secondary curriculum is made at the end of the sophomore year.

First Year

Subjects	*Periods*	*Semester Hrs.*
Adjustment and mental hygiene	2	1
Art	3	3
English composition	3	3
Introduction to mathematics	3	3
Physical education and hygiene	3	1½
Speech	1	½
World history	3	3
Elective	3	3
	21	18

Biological science	5	4
Literary types and forms	3	3
Music	3	3
Physical education and hygiene	3	1½
Speech	1	½
World history	3	3
Elective	3	3
	21	18

Each elective course meets three periods weekly for the full year and counts six semester hours of credit.

College algebra and solid geometry
Introduction to the advanced study of French
Selected Latin prose and poetry
World affairs

Second Year

Subjects	*Periods*	*Semester Hrs.*
Introduction to education	3	3
Penmanship	1	½
Physical education	2	½
Principles of geography	3	3
Speech	1	½
Survey of American literature	3	3
United States history	3	3
Elective	3	3
	19	16½

Geography of North America	3	3
Government (Federal and State)	3	3
Physical education	2	½
Physical science	5	4
Speech	1	½
Survey of English literature	3	3
Elective	3	3
	20	17

Each elective course meets three periods weekly for the full year and counts six semester hours of credit.

Art activities
Cultural and diplomatic history of modern Europe
History of French literature
Horace, Cicero, Plautus and Terence
Introduction to mathematical analysis
Modern literature and 19th century poetry

Elementary School Curriculum

Third Year

Subjects	*Periods*	*Semester Hrs.*
Arithmetic	3	3
Art as education	2	2
Educational psychology	3	3
Physical education	2	½
Principles of teaching	5	3
Reading	4	4
Teaching of music	2	2
Teaching of penmanship	1	½
	22	18
Child psychology	2	2
Conference	1	0
Speech	1	½
Practice teaching		8
	4	10½

During the training period students will return to the college for class work and conferences one day each week. There are no electives during the third year.

Fourth Year

Children's language and literature	4	4
Economics	3	3
History and philosophy of education	2	2
Physical education	2	½
Regional geography—western hemisphere	3	3
Teaching of science	1	1
Teaching of social studies	2	2
Elective	3	3
	20	18½
Contemporary literature	3	3
Mental hygiene	2	2
Physical education	2	½
Regional geography—eastern hemisphere	3	3
Sociology	3	3
Teaching of science	1	1
Tests and measurements	2	2
Elective	3	3
	19	17½

Each elective course meets three periods weekly for one semester and counts three semester hours of credit. Choose one course from each semester's list.

First Semester	*Second Semester*
Nature study	The understanding of art
Experimental psychology	The understanding of music
Rural education	

Junior and Senior High School Curriculum

For students preparing to teach special subject fields in grades VII-XII

Note: During the first two years the courses are the same in both curriculums.

Third Year

Subjects	*Periods*	*Semester Hrs.*
Mental hygiene	2	2
Physical education	2	½
Sociology	3	3
Elective	12	12
	19	17½
Economics	3	3
Educational psychology	3	3
Physical education	2	½
Principles of teaching	5	3
Secondary education	2	2
Elective	6	6
	21	17½

First Semester

Each elective course meets six periods weekly (3 periods for *a.* and 3 periods for *b.*) for a semester and counts six semester hours of credit. Choose two—one from each group.

Group I

a. The classical period in French literature
b. Advanced French composition and literature
a. Physiography
b. Climatology

Group II

a. Ancient history
b. English history
a. Shakespeare
b. 18th century literature

Second Semester

Each elective course meets three periods weekly for a semester and counts three semester hours of credit. Choose one from each group.

Group I

a. Experimental psychology
b. Educational and vocational guidance

Group II

a. The understanding of art
b. The understanding of music

FOURTH YEAR

Subjects	*Periods*	*Semester Hrs.*
Conference	1	0
Psychology of adolescence	2	2
Speech	1	½
Practice teaching		8
	4	10½
History and philosophy of education	2	2
Physical education	2	½
Tests and measurements	2	2
Electives	12	12
	18	16½

During the training period students will return to the college for class work and conference one day each week. There are no electives during the first semester.

Second Semester

Each semester course meets six periods weekly for a semester and counts six semester hours of credit. Choose two—one from each group.

Group I

a. Economic and political geography
b. French literature of the 19th century

Group II

a. History of the United States since 1865
b. World literature

Courses of Instruction

Note: The work in the first two years is the same for both curriculums. All courses are required excepting those marked elective (E).

FIRST YEAR

I. ADJUSTMENT AND MENTAL HYGIENE. Dr. Averill. One semester: two periods weekly. (One semester hour.)

The aim of this course will be to assist the young student to adjust satisfactorily to college life and strengthen

the foundations for a wholesome personality, emotional health and intelligent living in a modern world. Class discussions; case histories; demonstrations; inventories. Much time will be devoted to consultation with individual students.

I. Art. Miss Shaw. One semester: three periods weekly. (Three semester hours.)

The consideration of principles which form the basis of satisfactory art expression. Practice in expression and techniques is treated as a means of acquiring understanding. The importance of art in everyday living is stressed.

I. English Composition. Miss White. One semester: three periods weekly. (Three semester hours.)

Much practice in English expression: to suggest standards and methods of criticism and evaluation: to establish skill which will be necessary in other fields. Types of work include summaries, outlines, essays, accounts, research paper, brief grammar review, some oral expression, group and personal conferences.

I. Introduction to Mathematics. Mr. Riordan. One semester: three periods weekly. (Three semester hours.)

The main purpose of this course is to orient the student in social and life mathematics through a study of percentage and its applications; trade and commercial discounts; installment buying: the work of the modern bank: saving money: investing money: modern life insurance and annuities: taxes and revenues.

I. Physical Education. Miss Clark. Two semesters: two periods weekly. (One semester hour.)

Through a program of sports, dancing and recreational activities, it is expected that the students will develop poise, fine posture, self-confidence, leadership and skill. From the first, the freshmen participate in the activities of the Women's Athletic Association thus finding fun, sociability, and physical fitness. Whenever possible, the activities are carried on out of doors. Activities include soccer, hockey, basketball, volleyball, softball, tennis, badminton, ping-pong, paddle tennis and tenniquoit, also social and folk dancing. Activities outside the college are also sponsored.

I. Hygiene. Miss Clark. Two semesters: one period weekly. (Two semester hours.)

Problems of personal and community hygiene are studied. Students attempt to carry out in their own lives the best practices known whether in adjustment to college life, studying, commuting, earning money, or in the community program of hygiene. Current events in science, medicine, education, and world affairs pertaining to hygiene and safety in the life of the college student and the community are studied. Topics: colds; cleanliness; first aid; rest and fatigue; study habits; posture: care of the teeth, ears, feet; exercise; water and milk supply; sewage control; communicable diseases; home care of the sick; housing and nutrition.

I. Speech. Miss Banigan. Two semesters: one period weekly. (One semester hour.)

Vocalization—detailed study of the vowel and consonant sounds of the best American speech: syllabification. Elimination of bad speech habits. Opportunity will be given to form the habits of good speech through frequent speaking and reading. Individual conferences planned from time to time to analyze and eliminate the speech difficulties of each student. Voice recording required.

I. World History. Dr. Farnsworth. Two semesters: three periods weekly. (Six semester hours.)

The purpose of this course is to familiarize the student with the important developments in the history of man from the earliest times to the present. During the first semester the following topics will be studied: prehistoric man, The Mediterranean World. The Roman Empire and its decline, The rise of the great European states, The Renaissance. During the second semester attention will be given to the commercial revolution, the expansion of Europe, the industrial revolution, growth of democracy, imperialism, the World War and the world of today.

I. Biological Science. Miss Scribner. One semester: five periods weekly. (Four semester hours.)

A general course dealing with the fundamental facts and principles of biology, and the relationships of plants, animals and man to each other. The course aims to inculcate a better understanding of biological phenomena which influence human health and civic welfare.

I. Literary Types and Forms. Miss O'Donnell. One semester: three periods weekly. (Three semester hours.)

This course includes a survey of the various types of literature: novel, short story, drama, poetry, biography, essay, criticism. Its aim is to help the student acquire a discriminating taste for literary excellence, and form standards of comparison. The material studied is chosen from contemporary literature as well as the classics.

I. Music. Miss Kendrick. One semester: three periods weekly. (Three semester hours.)

Elements of theory and notation: terms of expression and tempo definition: form: instruments of the orchestra: conducting.

I. Electives.

Note: Each elective course meets three periods weekly for the full year and counts six semester hours of credit. Any elective course which is not selected by a sufficient number of students may not be offered.

I. (E) College Algebra and Solid Geometry. Mr. Osborne. Two semesters: three periods weekly. (Six semester hours.)

This course is open to those who have had elementary algebra and plane geometry in the high school. College

algebra covers such topics as: quadratic equations, ratio, proportion and variation, progressions, logarithms, binomial theorem, mathematical induction, permutations and combinations, probability, determinants, mathematics of investment. Solid geometry treats of three dimensional relationships such as: lines and planes in space, prisms, pyramids, cylinders, cones, the sphere.

I. (E) Introduction to the Advanced Study of French. Miss McKelligett. Two semesters: three periods weekly. (Six semester hours.) Prerequisite to this course: three years of high school French or the equivalent.

This course has a triple aim: first, a study of French pronunciation, sounds in isolation and combination, the theory and application of phonetics, the principles of intonation: second, a review of grammar and verb forms with application in composition: third, an introduction to French civilization and culture.

I. (E) Selected Latin Prose and Poetry. Mr. Jones. Two semesters: three periods weekly. (Six semester hours.) Prerequisite to this course: three or more years of high school Latin.

Selections from Cicero's philosophical works, Martial's epigrams and a number of Latin poets and prose writers The course includes a review of inflections and syntax, and is designed to develop ability to comprehend Latin and acquaint the student with significant phases of Roman life.

I. (E) World Affairs. Mr. Jones. Two semesters: three periods weekly. (Six semester hours.)

Newspapers, current magazines, and recently published books will be used to follow significant international events, The course will also include a study of the background of the present world crisis: the rise of Nazi Germany since 1933: the expansion of Japan in Asia since 1931: the events that led to Munich: and the like. Sources of information will be investigated, such as newspapers, periodicals, books, and the radio. A study of propaganda will be made.

Second Year

II. Introduction to Education. Miss West. One semester: three periods weekly. (Three semester hours.)

An orientation course intended to acquaint the student with the educational system of our country, past and present. Some topics considered: European antecedents of the American school system: educational changes: how the educational system is controlled and financed: housing and equipment: articulation of the school program: teachers and teacher preparation.

II. Penmanship. Miss Toole. One semester: one period weekly. (One-half semester hour.)

A course designed to train students to write well both on paper and on the blackboard. A study of letter-forms, page-arrangement, and the technique of writing.

II. Physical Education. Miss Clark. Two semesters: two periods weekly. (One semester hour.)

The work of the sophomore year in physical education carries on what was begun in the first year. It is expected that each student will work directly for his or her own development in poise, skill, leadership, and health, and will utilize knowledge of recreational sports in planning personal activities. Skill in the various sport activities is developed further.

II. Principles of Geography. Dr. Shaw. One semester: three periods weekly. (Three semester hours.)

The fundamental aims of this course include an emphasis upon basic geographic principles and a broad overview of the field of geography. To attain these aims the student is introduced to geographic factors in land forms, location, climate, soils, minerals, flora and fauna together with examples of their influences upon and relationships to man and his activities.

II. Speech. Miss Banigan. Two semesters: one period weekly. (One semester hour.)

1st semester: continued practice and advanced development of habits of speech: development of voice quality-pitch, rate, volume: speaking practice, and oral reading.

2nd semester: public speaking: forms of public address—the finding of matter and composing for delivery before an audience, over the radio, or in conversation: practice in the composition and delivery of whole units of narration, description, exposition, argumentation.

II. Survey of American Literature. Miss White. One semester: three periods weekly. (Three semester hours.)

Knowledge of outstanding contributions of American writers: of relations between movements and the literature produced. Selections from American literature to present time.

II. United States History. Dr. Winslow. One semester: three periods weekly. (Three semester hours.)

Topics studied in this course are: European factors which resulted in colonization of America: "A New World Makes New Men": the American revolution and the formation of new government: westward expansion of the United States: the war between the states: the economic revolution—1870–1900: reaction against the new economic forces: the breakdown of industrialism and the "New Deal."

II. Geography of North America. Dr. Shaw. One semester: three periods weekly. (Three semester hours.)

The primary aims of this course are two. First to give the student an understanding of principles and techniques in the field of regional geography: and second, to broaden the student's knowledge of the continent in which the

United States plays a major role. Greatest emphasis is placed upon natural regions in our own country.

II. Government. Dr. Winslow. One semester: three periods weekly. (Three semester hours.)

The first part of this course will deal with the new concepts of the worth of the individual as a human being and his rights and liberties as they culminated in the intellectual revolution of the eighteenth century. This introduction will be followed by an intensive study of the motives, objectives, and results of the American revolution and the establishment of the democratic principle of government. The rest of the course will deal with the totalitarian theory of government beginning with Karl Marx and represented today by communism, fascism, and hitlerism, and the attempt of these forces to destroy democratic representative government wherever it exists. A study is made of the state and federal constitutions.

II. Physical Science. Mr. Osborne. One semester: five periods weekly. (Four semester hours.)

This is a survey course of the physical sciences. The aim is to give the student an understanding of the basic laws of science and a knowledge of their applications in the scientific environment in which we live. Students are given some opportunity to manipulate scientific apparatus and to demonstrate scientific procedures to their classmates.

II. Survey of English Literature. Miss O'Donnell. One semester: three periods weekly. (Three semester hours.)

A survey of the development of English literature from the old English period through the Victorian, including the study of the background and general characteristics of each period and the reading of ample selections from various authors.

II. Electives.

Note: Each elective course meets three periods weekly for the full year and counts six semester hours of credit. Any elective course which is not selected by a sufficient number of students may not be offered.

II. (E) Art Activities. Miss Shaw. Two semesters: three periods weekly. (Six semester hours.)

A laboratory course for those interested in experiencing artistic expression. Confidence and initiative are developed through working out technical problems. Individual experimentation is encouraged.

II. (E) History of French Literature. Miss McKelligett. Two semesters: three periods weekly. (Six semester hours.)

A study of the development of French literature with emphasis on the historical and social background of the various periods, changes in the language, and the origins and growth of the literary forms. This course will be conducted in French.

II. (E) Horace, Cicero, Plautus, and Terence. Mr. Jones. Two semesters: three periods weekly. (Six semester hours.)

Selections from the Odes of Horace, the Letters of Cicero, and the Comedies of Plautus and Terence. The reading of Horace is designed to develop appreciation of Latin lyric poetry. The Letters of Cicero introduce the student to important phases of public and private life in the last days of the Republic. The reading of the plays is supplemented with lectures on Roman comedy and the Roman theatre.

II. (E) Introduction to Mathematical Analysis. Mr. Osborne. Two semesters: three periods weekly. (Six semester hours.)

This course is open to those who have had college algebra and solid geometry. It is designed to give a "bird's eye" view of trigonometry, analytical geometry, differential and integral calculus. Mathematics is treated in a unified whole.

II. a. Modern Literature. Miss O'Donnell. b. 19th Century Poetry. Miss Banigan. Two semesters: three periods weekly. (Six semester hours.)

a. Consideration of the prose of outstanding English and American authors of the late 19th and 20th century, showing the break with Victorianism and the development of modern literature.

b. A study of the following poets of the Victorian era is made: Wordsworth, Byron, Shelley, Keats, Browning, Tennyson.

II. (E) Cultural and Diplomatic History of Modern Europe. Dr. Winslow. Two semesters: three periods weekly. (Six semester hours.)

One semester treats of the changing mental content and points of view which changed the mediaeval mind to the modern mind. The other semester deals with the growth of nationalism during the nineteenth century and the economic conflicts resulting therefrom, culminating in the First World War. This is followed by a study of the Treaty of Versailles, break-down of that settlement with the accompanying economic trends, the rise of national socialism, and the present world war.

Elementary School Curriculum Courses

For students preparing to teach in grades I-VIII.

Third Year

Note: The courses in the first two years are the same in both curriculums.

III. Arithmetic. Miss West. One semester: three periods weekly. (Three semester hours.)

In this course an attempt is made to train the student in the development of efficient technique in the teaching of arithmetic in the first eight grades. Some of the topics included are: number needs and interests of little children;

the fundamental processes; fractions; decimals; percentage with its various applications; interest (several methods); areas and volumes; graphs; meters; installment buying.

III. Art as Education. Miss Shaw. One semester: two periods weekly. (Two semester hours.)

The place of art in the pattern of general education: contemporary practices in art education with particular emphases on the study of integrative activities.

III. Educational Psychology. Dr. Averill. One semester: three periods weekly. (Three semester hours.)

A functional study of the problem of growth, learning, and guidance from the viewpoint of mental hygiene. Kinds and goals of learning: concomitant learning: reflective thinking and problem solving: motivation: creative activity in the school: development and control of emotion: social evolution and character formation: personality: the learning process in the fundamental school subjects: individual differences: intelligence and achievement: abilities and disabilities: guidance: grading and evaluating: adjustment and maladjustment.

III. Physical Education. Miss Clark. One semester: two periods weekly. (One-half semester hour.)

A study is made of the content and teaching techniques of the modern program of physical education in the public schools. The activities used are those in the course of study for Massachusetts, including games and sports, lead-up games, relays, self-testing activities, rhythms, dances and story plays, safety on the playground, in the playroom and gymnasium, and health teaching concomitant with such activities: also participation in the sports program of the Athletic Association. When needed, class time is used to promote skill in the activities.

III. Principles of Teaching. Miss Fitch. One semester: five periods weekly. (Three semester hours.)

Principles of the learning process are developed as a foundation for principles of teaching. Types of lessons: technique of assignments and study: unit, and activity planning as well as testing: grading: diagnostic procedures: and remedial teachings are stressed. Three periods are spent weekly in class work and two periods in observation and discussion of work observed in the training schools. This course serves as a preparation for practice teaching.

III. Reading. Miss Foster. One semester: four periods weekly. (Four semester hours.)

Knowledge of the basic systems of reading: an intelligent use of these systems: effective techniques of teaching reading: knowledge of the use of tests in the field of reading: a background of professional reading.

III. Teaching of Music. Miss Kendrick. One semester: two periods weekly. (Two semester hours.)

Aims, methods, and procedures in music for elementary grades: child voice: correct tone production: correction of tonal faults: basis of selection of songs for the

grades: scale intervals: ear training: rhythmic principles and responses: habits and skills in music reading: creative units: course of study.

III. Teaching of Penmanship. Miss Toole. One semester: one period weekly. (One-half semester hour.)

A study of the basic principles underlying the current methods of teaching penmanship: a comparison of cursive and manuscript systems. Much consideration is given to the procedure of making class surveys in the subject, diagnosis of errors, graphs, dominant hand, dominant eye, and the approved manner of treating the left-handed group of pupils.

III. Child Psychology. Dr. Averill. One semester: two periods weekly. (Two semester hours.)

Methods and viewpoints in child psychology: heredity and environment: maturation: growth and development of meaning: learning: social and ethical behavior: personality: examination of the work of modern child research centers. Directed individual observation and study of children required of all students forms the basis of the course.

III. Conference. Miss Foster. One semester: one period weekly. (No semester hour.)

During practice teaching the apprentices meet in a conference period for discussion of general problems of the beginning teacher. Such problems are considered as successful management, economy of time, teaching procedures, evidences of good method, what the training teacher expects, professional ethics, proper student-supervisor relationships, and personality.

III. Speech. Miss Banigan. One semester: one period weekly. (One-half semester hour.)

This is a continuation of Speech II. Oral interpretation of selections of prose, poetry, and drama with special emphasis on matter pertinent to the teaching necessities of the students.

III. Practice Teaching. One semester: four days weekly. (Eight semester hours.)

This course offers actual practice in the profession under helpful and sympathetic teachers in the schools of Worcester and vicinity. Members of the college supervisory staff assume responsibility for frequent supervision. The student is given opportunity to apply previously acquired theoretical knowledge: to plan lessons and assume increasing responsibility for classroom management: to develop skill in the use of techniques of teaching.

During the training period students return to the college for class work and conferences one day each week. There are no electives during the third year.

Fourth Year

IV. Children's Language and Literature. Miss White. One semester: four periods weekly. (Four semester hours.)

The course is designed to acquaint the students with literature suitable for grades I through VIII: both the selection and telling of stories emphasized: a study of the language facts to be taught in the grades: diagnostic and remedial procedures in children's oral and written language: attention given to standard tests and modern courses of study.

IV. Economics. Dr. Farnsworth. One semester: three periods weekly. (Three semester hours.)

This course places emphasis on the basic principle and on the nature of economic reasoning and provides a study of some of the present day economic problems and the methods employed to solve them.

IV. History and Philosophy of Education. Mr. Riordan. One semester: two periods weekly. (Two semester hours.)

Particular emphasis is placed on the history of education in United States and on modern education: influences and movements that have brought about the present ideals and practices in education with emphasis on current problems: study of the philosophy of the leaders of the various movements: the nature, function, and scope of a philosophy of education.

IV. Physical Education. Miss Clark. Two semesters: two periods weekly. (One semester hour.)

Participation in the sports program of the Women's Athletic Association. When needed class time is used to promote skill in the activities. The relation between recreational athletics and the high school and community is brought out and students are assisted in planning ways to carry on the guidance of high school students in cooperation with the health and physical education departments. Ways of integrating health, safety, and physical education in the high school are shown.

IV. Regional Geography—Eastern and Western Hemispheres. Dr. Shaw. Two semesters: three periods weekly. (Six semester hours.)

In this course techniques acquired in the work on regional geography of North America are applied to the study of Latin America, Europe, Asia, Africa, and Australia. Greatest stress is placed upon such major geographic regions as the Argentine Pampa, the Yangtse Basin, the North European Plain, the Mediterranean Region of Africa, the Southeast Coast of Australia, and others of like significance.

IV. Teaching of Science. Miss Scribner, Two semesters: one period weekly. (Two semester hours.)

Curriculums, courses of study, materials, procedures and objectives of science teaching will be considered.

IV. Teaching of Social Studies. Dr. Farnsworth. One semester: two periods weekly. (Two semester hours.)

A study of the aims, principles and methods of teaching history and geography in the elementary schools. It

includes a consideration of the social duties and opportunities of citizens both young and old: the collecting and examination of texts and illustrative material. Emphasis is placed upon visual education, selection of material for courses of study, types of pupil activity, and testing.

IV. Contemporary Literature. Miss White. One semester: three periods weekly. (Three semester hours.)

Knowledge of what is being written: who writes: philosophy expressed: effect of social changes: increased enjoyment of literature: standards of judging: selections from English and American writers since the nineteenth century: modern literary history.

IV. Mental Hygiene. Dr. Averill. One semester: two periods weekly. (Two semester hours.)

Integration and adjustment: conditioning: the hygiene of instruction: conflict and mental mechanisms: overpressure and overstimulation in the school: mental health of the subnormal, accelerated, and normal pupil: mental hygiene and the home: mental health of the teacher. Opportunities will be given for contact with the staff of the Worcester Child Guidance Clinic. Independent case studies will be undertaken by each student under the guidance of the instructor.

IV. Sociology. Mr. Jones. One semester: three periods weekly. (Three semester hours.)

This course is designed to acquaint the student with man's cultural heritage, the environmental and biological forces that shape personality, the influence of the group on the individual, the nature of social institutions, and the character of social change. Stress is laid on contemporary American society, recent trends in population, the family, propaganda, influence of the motion picture, the auto and the radio, and the effects of the war. Social problems to be discussed include: crime, social security, proverty, housing and war.

IV. Tests and Measurements. Mr. Riordan. One semester: two periods weekly. (Two semester hours.)

A practical knowledge of mental and educational testing for varied school purposes. Measurement techniques for group surveys and individual pupil diagnosis are studied and students secure practice in giving, scoring, and interpreting a variety of tests. Topics include: characteristics of standardized tests: the study and diagnosis of pupil aptitudes and abilities: test selection: interpreting data: school programs in measurement.

IV. Electives.

Each elective course meets three periods weekly for one semester and counts three semester hours of credit. Any elective course which is not selected by a sufficient number of students may not be offered.

IV. (E) Nature Study. Miss Scribner. First semester: three periods weekly. (Three semester hours.)

A course which aims to provide the student with a basis for the teaching of nature study in the elementary grades. The specimens are those obtained in the field or such as can be readily provided in any classroom.

IV. (E) Experimental Psychology. Dr. Averill. First semester: three periods weekly. (Three semester hours.)

Exemplification of the technique and methodology of scientific experimentation in psychology. The college has a psychological laboratory well equipped for conducting the conventional experiments in systematic psychology. Students work in partnerships of two, each pair having a private experimental alcove for conducting its investigations. A standard laboratory manual is used. Exhaustive research paralleling the experiments is carried on in the literature and the reference sources.

IV. (E) Rural Education. Mr. Riordan. First semester: three periods weekly. (Three semester hours.)

A brief history of the development of rural education in America: the status of rural education: organizing and starting the curriculum of the rural school: environmental factors: vitalizing rural education.

IV. (E) The Understanding of Art. Miss Shaw. Second semester: three periods weekly. (Three semester hours.)

The study and analysis of representative architecture, sculpture, painting, motion pictures, industrial and theatre design, and craft. Especial attention is given to work in the local museum.

IV. (E) The Understanding of Music. Miss Kendrick. Second semester: three periods weekly. (Three semester hours.)

Achievements of the master composers, periods, style, form, instrumentation, trends. Comparative survey of compositions of great masters. Music for enjoyment and discrimination: symphony, opera, etc.

Junior and Senior High School Curriculum

For students preparing to teach special subjects in Grades VII-XII.

Note: During the first two years the courses are the same in both curriculums.

During the third and fourth years each student is expected to confine his electives to two fields. These may be English, French, geography, history, or social science. Eighteen semester hours of credit are the minimum in a special field.

Third Year

III. Mental Hygiene. Dr. Averill. One semester: two periods weekly. (Two semester hours.)

III. Physical Education. Miss Clark. Two semesters: two periods weekly. (One semester hour.)

III. Sociology. Mr. Jones. One semester: three periods weekly. (Three semester hours.)

III. Economics. Dr. Farnsworth. One semester: three periods weekly. (Three semester hours.)

III. Educational Psychology. Dr. Averill. One semester: three periods weekly. (Three semester hours.)

III. Principles of Teaching. Miss Fitch. One semester: five periods weekly. (Three semester hours.)

The above six courses are the same as those described in the Elementary School Curriculum.

III. Electives

Each elective course meets six periods weekly for a semester and counts six semester hours of credit. Courses a. and b. are taken in the same semester.

III. (E) a. The Classical Period in French Literature and b. Advanced French Composition and Literature. Miss McKelligett. First semester: six periods weekly. (Six semester hours.)

a. A study of the influences, historical, social and artistic which led to the formation of the classic ideal. Life and works of the three leading dramatists of the period,—Corneille, Moliere, and Racine; conducted in French. An original study of some phase of classicism and intensive study of one work of each of the leading dramatists will be included in this course.

b. This course is designed to increase ability to speak and to understand French, and to write it with greater ease through the use of grammatical forms, common and advanced idiomatic expressions, and vocabulary units, centered about topics of common interest: conducted in French.

III. (E) a. Physiography and b. Climatology. Dr. Shaw. First semester: six periods weekly. (Six semester hours.)

Many geographers feel that climate and land forms are most significant factors in the field of geography. Because of this significance, six hours are given to the study of these important phases of geography. The preparation of graphs, charts, and the study of weather maps, topographic sheets, and rocks and minerals form an important part of the course. The first quarter's work is devoted to weather and climate and the second quarter is given over to geology.

III. (E) a. Ancient History and b. English History. Mr. Jones and Dr. Winslow. First semester: six periods weekly. (Six semester hours.)

a. This course provides for an intensive study of some of the significant periods: *e.g.*, Egypt in the Pyramid Age;

the Age of Pericles; Alexander's Empire; the Augustan Age. Under each period industry and commerce, government, art, literature, and social organization will be considered.

b. This course will cover the period from the Saxon Conquest down to the present. Social and economic conditions as well as political history will be emphasized. The modern period will be stressed.

III. (E) a. Shakespeare and b. 18th Century Literature. Miss Banigan. (First semester: six periods weekly.) (Six semester hours.)

a. Twelve or fifteen plays are read and studied for Shakespeare's consummate art. Necessary background is given the student through consideration of Shakespeare's life and times, and of his contemporary and pre-Shakespearean drama.

b. The literature of the century is studied in two periods—the Age of Pope and the Age of Johnson—developing in the first the classical tradition, and in the second the approach to Romanticism.

III. (E) Experimental Psychology. Dr. Averill. Second semester: three periods weekly. (Three semester hours.)

This course is the same as that described in the Elementary Curriculum.

III. (E) Educational and Vocational Guidance. Mr. Riordan. Second semester: three periods weekly. (Three semester hours.)

This course is designed to develop an understanding of some of the basic principles of guidance: to understand the purposes of a guidance program above the elementary level: to develop an understanding of some of the basic principles of working with individuals: making the proper adjustments for a workable program of education and vocational guidance.

III (E) The Understanding of Art. Miss Shaw. Second semester: three periods weekly. (Three semester hours.)

III. (E) The Understanding of Music. Miss Kendrick. Second semester: three periods weekly. (Three semester hours.)

The above two courses are the same as those described in the Elementary curriculum.

Fourth Year

IV. Conference. Miss Foster. One semester: one period weekly. (No semester hour.)

Same as that described in the Elementary School Curriculum.

IV. Psychology of Adolescence. Dr. Averill. One semester: two periods weekly. (Two semester hours.)

A general survey of the physical, mental, and sociomoral aspects of pubescence and adolescence: growth and maturation of mental powers and functions: motive and drive: the social self: the adolescent and his emotions: the role of conflict in the maturing individual: delinquency and crime: satisfiers and annoyers: adolescent interests: ideals and ambitions: the adolescent and his school: moral and religious development: vocational counsel: exploration and guidance: the youth movement.

IV. Secondary Education. Mr. Riordan. One semester: two periods weekly. (Two semester hours.)

The secondary school: its history and place in the educational system: reorganizations suggested. The pupils: characteristics, individual differences, guidance. The curriculum: its aims, content, and methods in each subject field.

IV. Speech. Miss Banigan. One semester: one period weekly. (One-half semester hour.)

IV. Practice Teaching. One semester: four days weekly. (Eight semester hours.)

IV. History and Philosophy of Education. Mr. Riordan. One semester: two periods weekly. (Two semester hours.)

IV. Physical Education. Miss Clark. One semester: two periods weekly. (One-half semester hour.)

IV. Tests and Measurements. Mr. Riordan. One semester: two periods weekly. (Two semester hours.)

The above five courses are the same as those described in the Elementary Curriculum.

IV. Electives.

Note: There are no electives during the first semester.

Second semester. Each elective course meets six periods weekly and counts for six semester hours of credit.

IV. (E) Economic and Political Geography. Dr. Shaw. Second semester: six periods weekly. (Six semester hours.)

In the field of economic geography special attention is given to where world commodities and industrial products may be produced, where they are actually produced, and why people choose to produce them where they do. One quarter is given to this subject and one quarter is devoted to political geography, a study involving geographic influences in national and international relations.

IV. (E) French Literature of the 19th Century. Miss McKelligett. Second semester: six periods weekly. (Six semester hours.)

This course consists of various movements in French literature from the Revolution to the present day, tracing historical, social, and artistic origins: characteristics of the different periods, with special emphasis upon representative writers and works.

IV. (E) History of the United States Since 1865. Dr. Winslow. Second semester: six periods weekly. (Six semester hours.)

While this is an intensive course in recent United States history, emphasis varies from year to year due to changing national problems and policies. Units of study treated are the Civil War, the economic revolution, the Supreme Court, expansion of power of the Federal government over the states, the United States and the World War, post war prosperity, depression, the New Deal, and national defense.

IV. (E) World Literature. Miss O'Donnell. One semester: six periods weekly. (Six semester hours.)

This course presents a panoramic view of the literature of the world, omitting English and American literature and touching lightly that of the East. The Greek and Roman masterpieces are studied for ancient times, parts of Dante for the Middle Ages, and selections for the later periods.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

1942

Shirley Albert	Worcester
Genevieve Angela Antoine	Worcester
Elizabeth Bennett	Westwood
Elizabeth Butler Brigham	Worcester
Madeleine Albani Brodeur	Worcester
Ann Rita Brown	Shrewsbury
Adele Ruth Carlson	Auburn
Augusta Dorothy Copper	Milford
Carmela Adeline Croce	Worcester
Florida Gertrude DeMers	Worcester
Arlyne Joan Dick	Worcester
Paulyne Janice Dick	Worcester
Mary Christine Dillon	Worcester
Norine Catherine Ford	Worcester
Rita Eleanor Galipeau	Worcester
Mary Josephine Gebhart	Westboro
Lillian Gordon	Worcester
Muriel Elizabeth Haslam	Worcester
Frances Ruth Hopkins	Upton
Elizabeth Koss	West Boylston
Estelle Louise Larava	Worcester
Ruth Patricia Malley	Worcester
Katherine Helen Mamuska	Worcester
Bette-Rose Mazgelis	Worcester
Florence Newfield	Worcester
Mildred Carolyn Ogren	Sutton
Mary Ann O'Neil	Worcester
Ethel Mary Payne	East Brookfield
Virginia Margaret Rose	Worcester
Elizabeth Anne Smith	North Wilbraham
Kathleen Teresa Sweeney	Worcester
Gladys Amelia Walley	West Newton
Sheila Kathleen Walsh	West Newton
Shirley Widerberg	Worcester
Helen Julia Wisnieski	South Deerfield
Lach Yoffe	Worcester

1943

Margaret Louise Aekley	Rochdale
Dorothy Louise Bell	Hopedale
Jeanne Norma Boyden	Leominster
Jean Larose Campbell	Rochdale
Roberta Conway Carlson	Worcester
Mary Meader Cunningham	Paxton
Mary Eleanor DeMille	Framingham
Elizabeth Hodnett Driscoll	Whitinsville
Isabel Frances Dunn	Worcester
Mary Frances Fleming	Worcester
Christine Earls Flynn	Worcester
Mary Virginia Gannon	Worcester
Helen Agnes Grogan	Worcester
Sarah Hadley	Spencer
Margaret Mary Horan	Whitinsville
Gertrude Frances Hunt	Worcester
Aldonna Lapinskas	Worcester
Elizabeth Pauline Lenk	Cherry Valley
Esther Lipnick	Webster
Agrippina Anne Macewicz	Worcester
Anne Theresa McAuliffe	Worcester
Mary Ellen McAuliffe	Worcester
Ruth Louise McCurn	Worcester
Barbara Mary McNamara	Worcester
Ruth Frances Monahan	Worcester
Clare Marie O'Gorman	Worcester
Kathleen Frances Relihan	Worcester
Rosemary Margueritc Robert	Oxford
Eva Patricia Salviuolo	Southbridge
Isabelle Marie Sandstrom	Holden
Florence May Scarpaci	Worcester
Ruth Ann Small	Wilkinsonville
Kathryn Mae Stafford	Auburn
Dorothy Marion Staples	Holden
Frances Abigail Sullivan	Worcester
Doris Eleanor Syverson	Millville
Effie Vranos	Worcester

1944

Agnes Anne Abram	East Douglas
Richard Vincent Beals	Worcester
Grace Carol Bird	Worcester
Richard Norman Boulay	Worcester
Claire Elizabeth Boyle	Worcester
Phillipa Louisa Brady	Worcester
Helen Brulinski	Worcester
Rosamond Olive Burr	South Bellingham
Leo Joseph Charbonneau	Worcester
Alice Helena Crowe	Worcester
Barbara Virginia Cypher	Oxford
Paul Edward Evans	Worcester
Charles Herbert Farnum	Worcester
Robert William Fox	Worcester
Charlotte Majorocca Giefing	Westboro
Marion Harrington	Princeton
Mary Margaret Houlihan	Worcester
Warren Emil Hultquist	Millbury
Helen Marie LaVigne	Worcester
Eleanor Patricia Looney	Worcester
George Edward Maloney	Worcester
Martha Cecelia Mantyla	Worcester
Elizabeth Ann McCann	Worcester
F. Edmund McGee	Worcester
Virginia June McWilliam	North Oxford
John James Melia	Worcester
Mary Terese Morcau	Worcester
Helen Elvira Nieminen	Worcester
Genevieve Marie O'Flynn	Worcester
Jacqueline Vivian Pollard	Leicester
Walter James Rice	Leicester
Margaret Mary Scarry	Worcester
Paulina Celia Shawmut	Worcester
Ethelyn Mae Smith	Uxbridge
Virginia Louise Somerville	Worcester
Eleanor Lorraine Spear	Westboro
Louise Carolyn Spongberg	Worcester
Barbara Ann Stewart	Amherst
Marguerite Helena Sullivan	North Grafton
Grace Ann Toombs	Worcester
Frances Marion Wetherbee	Stow
Venise Frances Withstandley	Worcester
Wanda Madeleine Zimmer	West Warren

1945

Elias Samuel Barsoum	Worcester
Eleanor Elizabeth Barriere	Worcester
Alfred Raymond Barrios	Worcester
Thelma Shirley Brodsky	Worcester
Dorothy Irene Cantwell	Worcester
Maureen Bernadette Cove	Worcester
Lois Elizabeth Crowe	Worcester
Charlotte Josephine Cutler	Worcester
Elizabeth Mary Doran	Worcester
Annette Marie Ducharme	Leominster
Ellen Lorraine Dunn	Millbury
Arvilla Lois Dyer	Plainfield
Eva Theresa Frazier	Rochdale
Claire Alice George	West Brookfield
Patricia Claire Gloster	Worcester
Margaret Mary Halley	Worcester
Effie Hartocollis	Worcester
Dorothy Elizabeth Holden	Worcester
Anna Elizabeth Holm	Worcester
Mary Natalie Israelian	Worcester
Carol Louise Johnson	Worcester
Katherine Virginia Kane	Worcester
Frederick Randolph Kelley	Worcester
Eleanor Catherine Kelliher	Worcester
Marie Margaret Kenary	Worcester
Elizabeth Geraldine Kennedy	Rochdale
Phyllis Marie Lacouture	Millbury
Yvette Alma Ledoux	South Bellingham
Janet Marsh	Northboro
Susan Stackpole Marshall	Holden
Marion Margaret McCann	Worcester
Robert Richard McDonough	Worcester
Lillian Louise Messier	Rochdale
Virginia Marie Palmer	Auburn

Judith Anne Reardon	Worcester
Matilda Birdie Runstein	Chelsea
Martha Russin	Hudson
Maybelle Winfred Shaw	Athol
Virginia Sheahan	Worcester
Alice Gertrude Slein	Worcester
Betty Jane Sponberg	Worcester
Leo Michael Sullivan	Worcester
Alice Anna Syverson	Millville
Mildred Celestine Terroy	Barre
Shirley Elizabeth Therrien	Auburn
Ruth Ann Trupin	Clinton
Eleanor Frances Wentworth	Worcester

Advanced Standing

Ann Abel Campbell	Worcester
Rigmor Margareta Erikson	Worcester
Harold Gordon Hargrove	Worcester
Hanna Anthony Namen	Worcester

For

Additional copies of this folder
or other information

Write to the

President, State Teachers College
Worcester, Massachusetts

PUBLICATION OF THIS DOCUMENT APPROVED

BY FHE

COMMISSION ON ADMINISTRATION AND FINANCE

800-2-12-8783